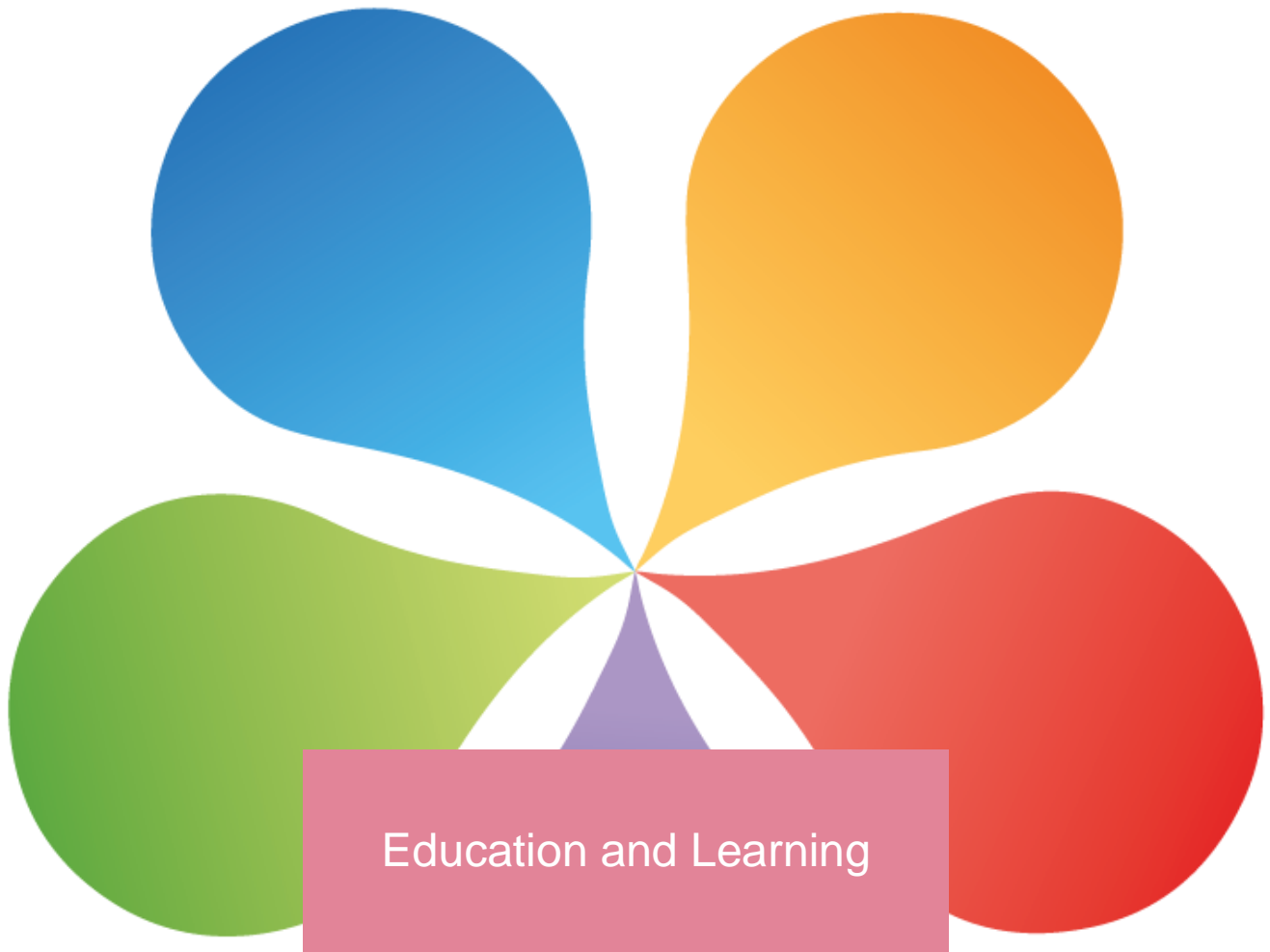




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# Assessment Framework Guidance for Education and Learning Settings



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## 1. Guiding Principles

This ASN Assessment Framework is aligned to the Staged Intervention Framework and the guiding principles below set out the baseline expectation for quality assessment, ensuring a degree of consistency and practice across ELC settings, schools, and team.

- Assessment is holistic and includes the child or young person in the process wherever possible.
- Assessment will be fit for purpose, that is, any assessment relates to specific questions.
- Assessment is progressed in a staged and systematic manner, that is, we will take the least intrusive approach and will be proportionate to the situation.
- Assessment will be timely and constructive to understanding the impact of a range of factors in the barriers faced by a child or young person.

The GIRFEC National Practice Model provides a starting point for all assessment of the needs of children and young people and can be used in a single or multi-agency context. (Appendix 1) The National Practice Model is based on an understanding of a child or young person's world based on an ecological model (see glossary) that considers the child or young person to be at the heart of their family and community. It is a dynamic and evolving process of assessment, analysis, action and review, and a way to identify outcomes and solutions together with children or young people.

It is important that the child or young person's strengths and capabilities are equally identified and recognised. Therefore, the starting point in a child's or young person's planning meeting is to consider their strengths and motivations and how these can be used to reduce the barriers to learning.

Children and young people may experience one or more factors that can create barriers to learning, which may be short term, medium term, or long term.

Factors may be considered under broad themes:



This guidance considers assessment within a [Staged Intervention Framework](#).

## 2. What are our legal responsibilities?

All education establishments are legally required to assess, identify, and address the Additional Support Needs of children and young people under the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended).

Education staff have a duty to keep under consideration the additional support needs identified and the adequacy of support, to meet the needs of each child or young person. Parents also have entitlement to request assessment at any time. Young People, aged 16 and over, have the same entitlements as parents to request assessment, as do children over the age of 12. When children from the age of 12 to 16 make a request for assessment, consideration must be given in respect to the child or young person wellbeing capacity.

Where children, young people and parents have exercised their right to request an assessment of their needs, the request must be in a permanent form, i.e., in writing and should provide an explanation of the reason for the request. Where it is determined that the request is reasonable (educational, psychological and/or health), there is then a legal timeframe to complete the assessment, this is within 10 weeks unless there has been exceptional circumstances that have been discussed with the family or where the assessment process requires a longer period to complete. Children, young people, and parents are unable to request who or how the assessment is undertaken.

**A child or young person does not require a diagnosis to receive support.** We have a legal duty to meet the needs that have been identified through the assessments undertaken.

There is a duty to keep assessment information up to date.

Where you are looking to request assessment out with education, parents/carer, children, and young people have the right to refuse assessment, unless there are child protection concerns. The legal duty to assess and identify needs relates to education establishments, therefore, consent to carry out an education assessment is not required. For example, a parent may choose not to engage in a Child Plan process, however, this should not prevent the establishment proceeding. Parents/carers, children and young people should be informed of any assessments being undertaken and should be supported to be part and parcel of the assessment process. [Supporting children's learning: code of practice \(revised 2010\) - gov.scot \(www.gov.scot\)](#)

[Microsoft Word - asp 7 text.doc \(legislation.gov.uk\)](#)

### **3. Key Features and Forms of Assessment**

#### **3.1 Why do we assess?**

Assessment is required to understand what the barriers to learning, and to inform the most appropriate supports. You may use assessments from a range of levels and sources to identify needs and it is the analysis of these assessments that then support the identification of appropriate supports and interventions. The support or intervention should directly address the identified need and so provide adequate and efficient education.

#### **3.2 When should we assess?**

Assessment is needed when concerns are raised regarding the progress of learning and wellbeing. Concerns may come from education staff, parents, children, and young people, as well as agencies that may be supporting. Assessment may also be identified as needed through tracking and monitoring, when it becomes clear that a child or young person may not be making expected gains. Assessment can be used to check for understanding and progress. Assessment may also be required as times of transition, i.e., from class to class, school to school and authority to authority.

1. Assessment should be least intrusive.
2. This means that there should be a clear rationale for why an assessment is being requested and carried out.

Assessment should not duplicate information which is already available and should not be excessive e.g., there would be no requirement to carry out a British Picture Vocabulary Scale (assessment of vocabulary) when there is assessment information available from a Speech and Language therapist. Assessment should be least intrusive taking into consideration how the child/young person might feel and be affected by it. Assessment should not be seen in isolation e.g.; a Wave 3 assessment being used only to inform the Wave 3 programme.

Careful consideration should be given to the timing and purpose of reassessment. Certain assessments will specify the required timeframe e.g. Boxall.

### **3.3 What are the types of assessment?**

#### **Contextual Assessment**

Contextual assessment takes account of information gathered in the child/ young person's physical, social, and learning environment. This is important as it provides an accurate presentation of the child's capabilities in a familiar education setting. This can include:

- CIRCLE Tool – e.g. inclusive classroom tool, participation scale [NAIT | ThirdSpace](#)
- Observation of the child/young people (strengths and difficulties) from education professionals that support the child/young person, where appropriate
- General monitoring and tracking
- Other Assessments Tools e.g. Developmental Tracker, SNSA data, YARC

Contextual assessment should not only focus on the child/young person but also the learning environment (physical and social environment). The CIRCLE Tool can be used to support this through use of the inclusive classroom scale and the participation scale.

#### **Collaborative Assessment**

Collaborative assessment provides a richness of information, and it takes account of all those involved in supporting the child or young person e.g., parent and family, Speech and Language Therapy, Educational Psychology and Perth Autism Support.

#### **Holistic Assessment**

A holistic assessment analyses all the information gathered from contextual and collaborative assessment and collates this into a comprehensive profile of the factors creating Additional Support Needs for a child and young people. An effective assessment includes understanding the connections between different pieces of information and provides an understanding of the barriers to learning and needs of children and young people.

### **3.4 Who should assess?**

The responsibility to assess and identify children and young people's needs rests with the education establishment. This guidance provides a recommended staged pathway for assessment, which can be undertaken by the educational establishment, in collaboration with children, young people, families and those that might be involved in supporting the child/young person and family out with school.

Responsibility for assessment primarily rests with the class/subject teacher, as the person with most frequent contact and knowledge of the strengths and difficulties the child/young

person may be experiencing. There are a range of assessments that are available for class/subject teachers to use to strengthen their understanding of the child/young person who appears to be experiencing a difficulty. A range of core assessments that would be expected to be undertaken by the class/subject teacher are detailed at Appendix 2. Class teachers can also undertake some of the assessments listed in Appendix 3. Assessment information will guide appropriate interventions that they provide at the universal level. The class/subject teacher can also seek advice on the assessment process from a Pupil Support Teacher or member of the leadership team if in a specialist setting.

When the need for further assessment is identified, and additional, enhanced, or intensive evaluations are initiated from Appendix 3, it is expected that this will initially be conducted by the Early Childhood Practitioner, Early Years Inclusion Teacher, or Pupil Support Teachers. If necessary, this process may involve other Inclusion services and may lead to multiagency assessments. In secondary schools, this is likely to involve collaboration with and contribution by Guidance Teachers who have a holistic overview of the child/young person. Assessment information will guide appropriate interventions at the least intrusive level. The analysis of this information will determine how these needs can be addressed within our staged intervention.

Where a parent undertakes a private assessment, ELC settings and schools have a duty to take account of this information, but there is not a requirement to act upon it. Contributions from private consultants and therapists should always be considered at meetings.

In order to build up a holistic assessment of a child or young person's need it is important to:

- Build relationships with families
- Work with other professionals
- Seek the child/young person's views

Assessment is a systematic process of gathering information to understand the profile of a child or young person's needs.

An assessment should be proportionate, contextual, and holistic, taking account of the child or young person's views, in the context of the learning environment and family circumstances.

## **4. Communication**

### **Partnership with parents and carers**

Parents/carers are key partners in the collaborative planning and support provided for child and young people with additional support needs. The requirement to foster ongoing positive relationships with parents/carers is key to understanding their perspectives and possible concerns, which may include school attendance. Parents/carers hold a wealth of knowledge, understanding and information about their child or young person which is helpful to inform assessment, planning and partnership working.

In most circumstances they would be involved in the process to inform your assessment. Whilst there is no legal requirement for ELC settings/schools to obtain parent/carer consent to undertake educational assessments, it is important to provide transparency and the reasons for any assessment to a child /young person and their parent/carer.

### **Partnership with other professionals**

Partner professionals hold a wealth of information that can be used to support the holistic assessment of a child /young person. Information on assessments undertaken by partners

can only be shared when there is written consent from the parent/carer, or the young person if over 12 years, where they have the capacity to consent.

## 5. Process of Assessment

Assessing a child in an educational setting involves an approach that considers various aspects of the child's development, learning abilities, and educational needs.

The core assessments linked to the GIRFEC National Practice Model (Wellbeing Wheel, My World Triangle and Resilience Matrix) should be the starting point before any further assessments are considered, as noted on the Child and Young Person Plan.

### **Core Assessments for Wellbeing, Engagement and Participation**

#### **GIRFEC Assessment:**

Wellbeing Wheel  
My World Triangle  
Resilience Matrix

#### **CIRCLE:**

Up Up & Away/Classroom/Participation Scale  
Child/Young Person views

Parent views and information to support assessment

#### **Current CfE levels/Milestones (working within)**

Reading:  
Writing:  
Listening & Talking  
Numeracy

### 5.1 Determine the Purpose of the Assessment

- Diagnostic Assessment: To identify specific learning needs, strengths, and areas for improvement.
- Formative Assessment: To monitor student learning and provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- Summative Assessment: To evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
- Developmental Assessment: To assess a child's developmental progress in areas such as physical, cognitive, social, and emotional development.

### 5.2 Choose Appropriate Assessment Tools / Approaches (including but not limited to):

- Observations: Record behaviours, skills, and attitudes as they naturally occur in the educational setting.
- Standardised Tests: Utilize tests that measure students' performance against a national or other standard.
- Portfolios: Collect a child or young person's work overtime to show progress, strengths, and areas needing improvement.
- Checklists and Rating Scales: Use to systematically assess specific skills or behaviours.
- Gathering Views and Questionnaires: Gather insights from children and young people, parents, and teachers about the student's abilities and needs.

- Contextualised assessment: Consideration of the child or young person in a number of contexts. Gathering of other relevant information known about the child or young person, such as, known information about periods of dysregulation, triggers etc.

### **5.3 Conducting the Assessment**

- Ensure the assessment environment is conducive to the child or young person's best performance.
- Make the child and young person feel comfortable and understand that the purpose is to help, not judge.
- Follow the instructions for administering the assessment tool or method accurately.

### **5.4 Analysing and Interpreting the Results**

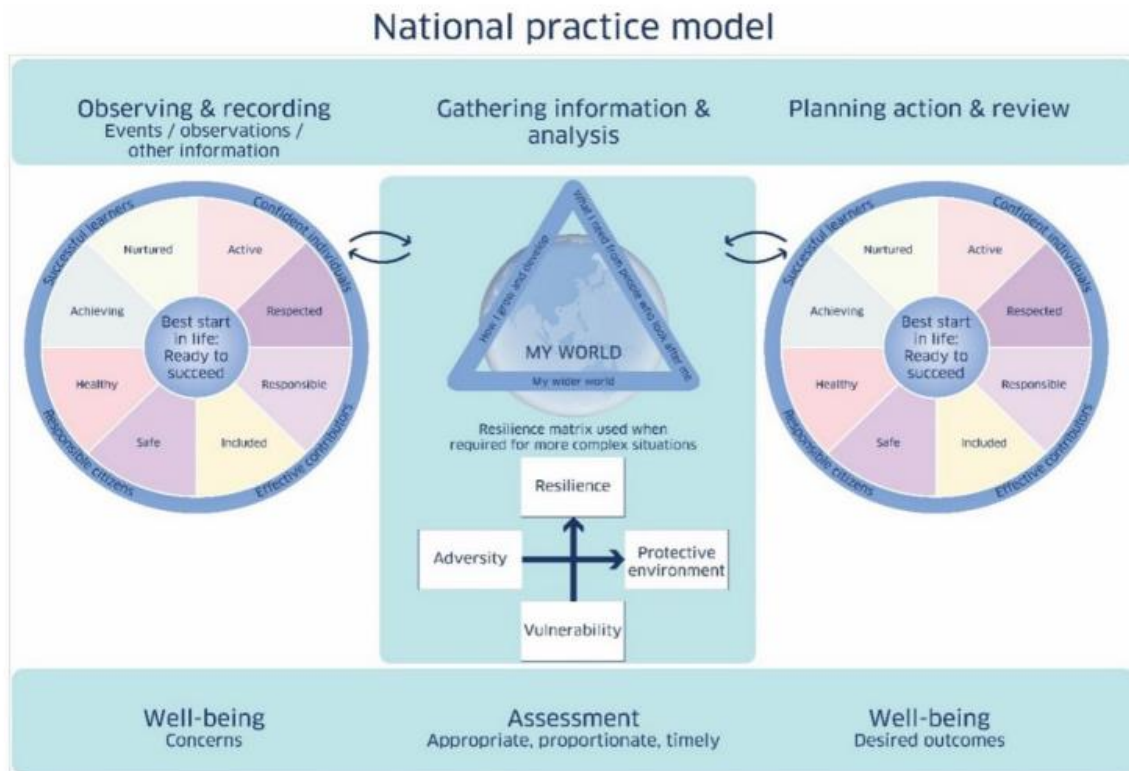
- Compare the results against benchmarks, expected progress alongside standard norms, or developmental standards.
- Look for patterns or trends in the data to identify strengths and areas needing support.
- Consider the child's overall context, including environmental, cultural, and personal factors that might influence performance.

It is through the analysis of information gathered from the assessments the barriers to learning and requires supports are identified.

## **6. Child and Young Person's Planning Process**

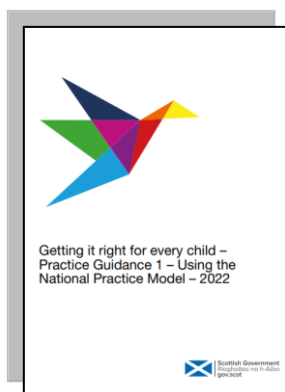
Assessment information should frame the beginning of a Child and Young Person Profile and Plan, when additional support needs are being identified. The [Child and Young Person Planning Guidance](#) and [Staged Intervention Framework](#) provides detail on how this should be taken forward.





**GIRFEC questions:**

- What is getting in the way of this child's or young person's well-being?
- Do I have all the information I need to help this child and young person?
- What can I do now to help this child and young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?



This national [Practice Guidance](#) is provided to help and support practitioners and managers embed and implement Getting it right for every child (GIRFEC) into their everyday practice. It seeks to support practitioners to consider ways to improve wellbeing for a child or young person.

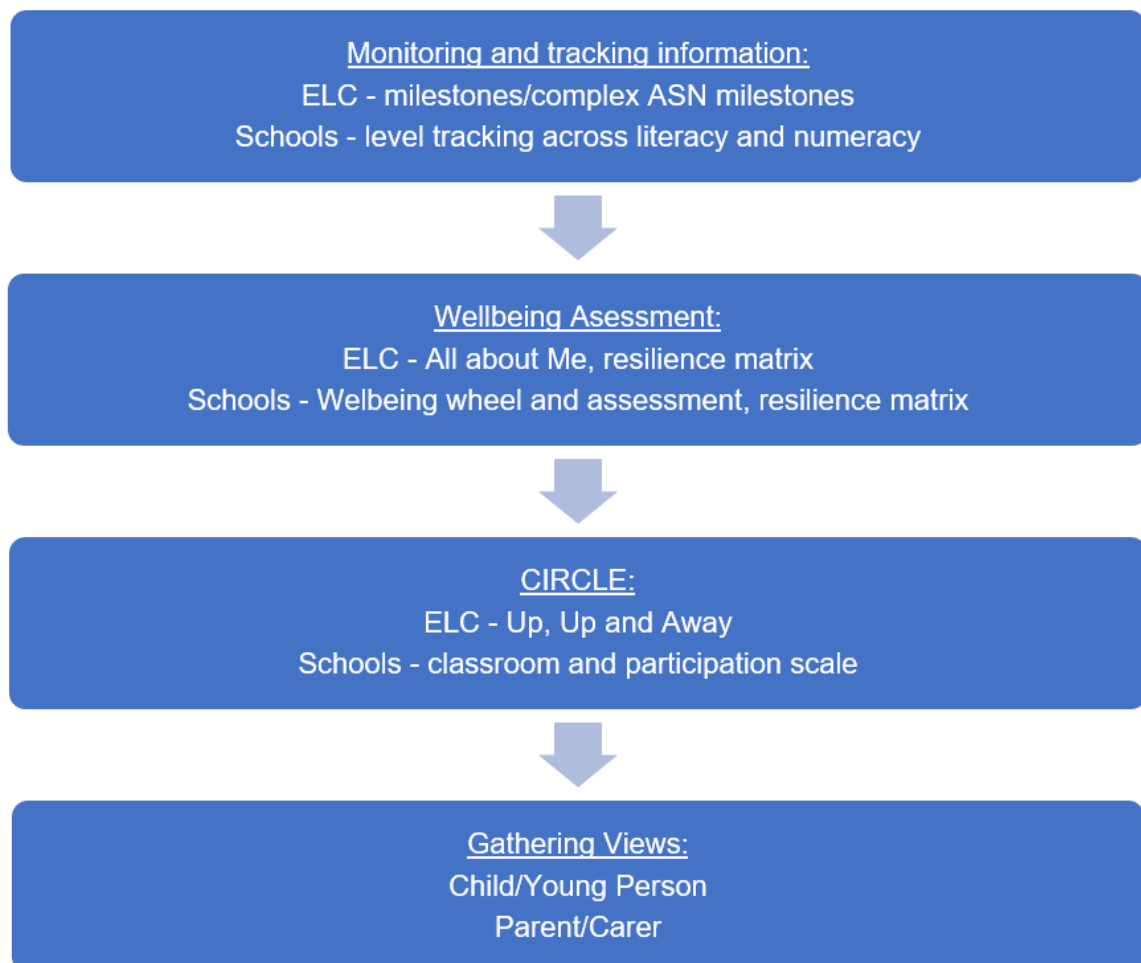
The National Practice Model has four steps outlined below. The voice of the child or young person should be evident at all stages; their opinions and perspectives need to be taken into account in accordance with age (see glossary) and maturity of the child (UNCRC, Article 12) in a developmentally appropriate way:




- The Wellbeing Indicators: Using the wellbeing indicators (SHANARRI) in the 'Wellbeing Wheel' to observe, discuss and record information which may indicate the scaffolding of support needed for a child or young person.
- The 'My World' Triangle: Helps to understand a child or young person's whole world. It can be used to explore their experience at every stage, recognising there are connections between the different parts of their world. In the assessment process, it can be used to explore strengths, needs and risks.
- The Resilience Matrix: Used in more complex situations, the Resilience Matrix helps organise and analyse information when there is a perceived risk to a child or young person.
- Planning, action and review using the 'Wellbeing Wheel': When the child or young person's needs are clear, they can be summarised using the Wellbeing Wheel to develop an individual plan to provide support.





## Appendix 2


### Core Assessment Overview

Core assessments should be completed in the first instance when there is a concern. The analysis of the core assessment information will support the decision of whether any further assessments are required, and where this is the case, which assessments.



Assessments That Might be Accessed/Contributed to by School Staff			
<i>[These assessments are by no means a finite set of assessments]</i>			
Area of Development/Need	STAGE 1 Universal [Used with all pupils]	STAGE 2 Additional/STAGE 3 Enhanced The move between additional and enhanced assessment is linked to the complexity and volume of assessment required to understand a young person's needs	Stage 4 Intensive
<i>Observation by school staff, consultation with the young person and parents/carers (as required) are applicable at all levels</i>			
<b>Health and Wellbeing</b> Emotional Wellbeing including anxiety and EBA 	ELC Tracker Observation by school staff Children's physical presentation /health checks Consultation with child/young person and parent/carer as appropriate Emotion Works GIRFEC Wellbeing Indicators Resilience Matrix My World Triangle	PKC EPS Building Blocks of Wellbeing Staged Intervention Framework for Attendance Boxall Children and Adolescent Resiliency Scales (used universally in Glasgow) Glasgow Wellbeing and Motivation Scale Self-regulation observation tool Leuven scale of wellbeing Strengths and Difficulties Questionnaire SHANARRI Cards and Wellbeing Web <a href="#">SECAT tool</a> <a href="#">SPQ tool</a> Resilience matrix <a href="#">Rating Scales e.g. wellbeing building blocks.</a> Language for Behaviour and Emotion (Branagan, Cross & Parsons)	Beck Anxiety Inventory – Language for Behaviour and Emotion (Branagan, Cross & Parsons)
<b>Health and Wellbeing</b> Social Development 	ELC Tracker Observation by school staff Children's physical presentation /health checks Consultation with young person and parent/carer as appropriate CIRCLE Participation Scale	Social Play Checklist Leuven Scale of Engagement Boxall Children and Adolescent Resiliency Scales CIRCLE Participation Scale Pragmatics Profile [SALT]	SCERTS Pragmatics Profile Coventry Grid
<b>Health and Wellbeing</b> Sensory Needs 	Observation by school staff Consultation with young person and parent/carer as appropriate	OT Sensory Checklist & website, online training for parents/carers provided by OT – <a href="#">NHS Tayside (scot.nhs.uk)</a> Sensory Checklist <a href="#">Microsoft Word - prod_247894-2 (scot.nhs.uk)</a> ABLe checklist: Sensory Sensitivities - <a href="#">ABLe Resources   ABLe Drupal site (ableschools.org.uk)</a> Assessing the impact of specific strategies e.g., use of ear defenders, quiet space to access as needed, etc.	
<b>Health and Wellbeing</b> Motor Skills & Physical Development 	ELC Tracker Jungle Journey Seaside Observation by school staff Consultation with young person and parent/carer as appropriate	Jungle Journey ABLe checklist: Motor Skills <a href="#">Microsoft Word - motor (ableschools.org.uk)</a> NHS Tayside Children and Young Peoples Occupational Therapy Service website <a href="#">NHS Tayside (scot.nhs.uk)</a> Outreach Teachers checklists Speed Up Seaside Movement Ability Pack	Physiotherapy assessment

<p><b>Health and Wellbeing</b></p> <p><b>Progression in Learning and Neurodivergence</b></p> 	<p>Observation by school staff Consultation with young person and parent/carer as appropriate</p>	<p>Early Years Profile Vision and Hearing assessments recommended (if not already up to date) ABLE checklists: attention, memory, organisation <a href="https://ableschools.org.uk">Microsoft Word - attention (ableschools.org.uk)</a></p>	<p>Strengths and Difficulties Questionnaire Connor's Scale Cognitive Abilities Profile (via EPS) Coventry Grid Behaviour Rating Inventory of Executive Function (2<sup>nd</sup> edition) ADOS**</p>
<p><b>Health and Wellbeing</b></p> <p><b>Self-regulation and Behaviour</b></p> 	<p><b>ELC Tracker</b> Observation by school staff Consultation with young person and parent/carer as appropriate</p>	<p>Self-reg course (MO'N &amp; KL to look into)  Readiness to Learn  Firework Cycle (Gillian Horribine)</p>	<p>Glasgow Wellbeing and Motivation Toolkit (MO'N to check with KB)</p>
<p><b>Literacy</b></p> 	<p>Observation by school staff  Consultation with young person and parent/carer as appropriate  Tracking and monitoring as part of ongoing curriculum delivery e.g., assessments such as Big Write Single Word Reading Test Single Word Spelling Test</p>	<p>Impact of differentiated approaches to literacy tasks e.g., comprehension performance when adults read text aloud vs when the child reads text  ABLE checklist: literacy  POLAAR  York Assessment of Reading for Comprehension – Primary  York Assessment of Reading for Comprehension – Secondary  TOWRE2  Glasgow Dyslexia Support Service Assessments (add hyperlink)  <i>Dyslexia Portfolio (subtests only – link to explanation about how to use it, based on a deficit model so subtest only)</i>  Comprehension Test of Phonological Processing (CTOPP)  Dyslexia Pathway</p>	
<p><b>Literacy</b></p> <p>Language and Communication</p> 	<p><b>ELC Tracker</b> <b>Talk Listen Communicate Checklist</b>  Observation by school staff Consultation with young person and parent/carer as appropriate  Highland Phonological Assessment <a href="#">Phonological Awareness   HIGHLAND LITERACY</a></p>	<p>Selective Mutism Resource Manual ABLE checklist: Language and Communication <a href="https://ableschools.org.uk">Microsoft Word - able.taking a closer look and language and communication (ableschools.org.uk)</a>  Talk Listen Communicate Checklist British Picture Vocabulary Test  Milestones- to support learners with complex needs – Literacy and English <a href="#">Milestones to support learners with complex additional support needs   Learning resources   National Improvement Hub (education.gov.scot)</a>  Profile of Competence in English to assess English in conjunction with class teachers  Hounslow Primary EAL Assessment pack to assess the</p>	<p>SCERTS  Polish Functional Language Assessment (FLAC) used by our Polish-speaking CLWs when assessing a pupil's Polish language.  We use the ESOL Initial Assessment Pack with senior pupils when deciding which level of ESOL is</p>

		<p>English of new arrivals in primary schools</p> <p>Glasgow EAL Assessment pack to assess the English of new arrivals in secondary</p>	appropriate
<p><b>Numeracy</b></p> 	<p>Observation by school staff</p> <p>Consultation with young person and parent/carer as appropriate</p> <p>SNSA</p>	<p>ABLE checklist <a href="https://ableschools.org.uk">ADDRESSING BARRIERS TO LEARNING IN EDUCATION (ABLE) (ableschools.org.uk)</a></p> <p>Maths recovery assessments</p> <p>Highland Numeracy Assessment</p> <p>Milestones- to support learners with complex needs – Numeracy</p> <p>TOMA 3</p> <p>DYNAMO</p> <p>SANDWELL</p> <p>Dyscalculia checklist (pathway being developed)</p>	